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ABSTRACT

Background information to help elementary and junior high school social studies teachers use the materials developed by the Minnesota Community Studies Project is provided. The primary concern of the 3-year project was to help students learn skills and content essential to understanding life in Minnesota's past, present, and future. There are 10 parts to the publication. Part 1 provides a brief introduction to the publication. Part 2 asks teachers to read and pick among statements which reflect their goals in teaching about Minnesota. A reading selection discusses the topic "What is Minnesota studies?" Part 3 describes in outline form the project materials developed. These include case studies on community growth and rural Minnesota and units of study dealing with living in the city, economic interdependence, ethnicity, and change. Part 4 briefly describes the project evaluation, which shows that the project materials were highly effective in achieving conceptual and inquiry objectives. Some of the basic considerations involved in decisions about the development of the project materials are discussed in parts 5 and 6. For example, why staff decided not to develop a textbook and the reasoning behind using the community concept are examined. Project goals are outlined in part 7. Part 8 describes the teacher's role and background. How the project materials can be adapted and supplemented is the focus of part 9. Tips for evaluating and selecting materials for a Minnesota studies course are provided in part 10. (RM)

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DOING MINNESOTA

COMPONENT OF MINNESOTA COMMUNITY STUDIES PROJECT

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PART 1

HOW TO PROCEED

This booklet is intended for teachers who are interested in new ways of dealing with Minnesota and the local community in upper elementary and junior high school classrooms. Specifically, it is designed to help teachers come to know and use the Minnesota Community Studies Project.

The entire set of project materials--student and teacher strategies and activities--are described in PART 3 - PROJECT MATERIALS. The hard work involved in implementation will vary from school to school, from teacher to teacher. The basic purpose of most of this manual is to help teachers deal with implementation.

Suggestions included here are based on an awareness that teachers seldom adopt and implement a complete social studies curriculum, course, or unit exactly as it was developed and published. Consequently, there are a number of references to alternative ways of preparing and implementing a program tailored to the individual school and teacher.

Having acknowledged the obvious, inevitable, and highly desirable role of teacher adaptations, it must be recognized that this manual has been prepared after more than three years of hard work in the development of one particular classroom approach to Minnesota and local community study. Consequently, there is a natural tendency to urge adoption of the Minnesota Community Studies Project with a minimum of modifications. The experienced teacher will have to decide on kinds of selectivity he or she will actually employ in the selection and implementation of project materials and strategies. All that is asked is that the adopting-adapting teacher carefully consider the goals and purposes of project materials, the materials themselves, and the evidence of the effectiveness of the total program.

PART 2

MINNESOTA STUDIES —— What Is It? Why Bother?

Which of these statements best reflect your own goals in teaching about Minnesota?

A. State and local studies can be used to concretely engage students in learning and using a wide range of reflective thinking, inquiry processes. They can use a variety of sources--interviews, observation, photographs, and artifacts, as well as different kinds of written sources.

B. Using content about the local community and state makes it easier for pupils to see and feel the meaning of change in their own lives, as well as in the more distant past. For example, examining old buildings, tools, and photographs in this town really helps make learning about people more understandable.

C. Focusing on life in the local community and in the state can make a special contribution to the individual's developing self-concept. Each student can explore ways that his or her own family has been and continues to be an important part of the life around them.

D. Kids need to know some facts about Minnesota: famous people and events in our past, where the important places are, how our state and local governments work, our important businesses and industries today. They need these background facts in order to be active, responsible citizens of this state.

E. Most of the key problems and issues that we must face throughout life are important at the local level. Consequently, students need experiences with ways of actively affecting local life--this means knowledge about how the local community "works" and how it can be changed.

But —— What Is Minnesota Studies?

There have been thirty-six people involved in developing the Minnesota Community Studies Project materials introduced in this manual. Each of these contributors has had his or her own particular ideas about the meaning and importance of Minnesota Studies. They would probably rank the statements you just considered in as many different ways as possible. Project materials include and are strengthened by the diversity of perspectives among those involved in the development process.

What has been common to all of these approaches has been a concern that content about life in Minnesota focus on concrete places, incidents, issues, and people. Minnesota studies is, first of all, various ways of actively learning about diverse and changing ways of human life within Minnesota's communities. Examples are the use of a variety of written

and visual sources in exploring the reasons why the Ojibwe people came to dominate northern Minnesota during the time of the fur trade and the reasons why eastern European peoples migrated there in the early twentieth century.

Clearly, much that is included in Minnesota studies can apply to human life in other times and places. In this sense, then, Minnesota is simply the content for making understandable some significant ideas about life today, life in the past, and life in the future. The ways that the economy of Benson, Minnesota, reflects the nature and state of agriculture in its trade area could be applied in developing an understanding of rural service centers at the turn of the century or the changes brought about by increased diversification in the old cotton belt today.

In addition, there is recognition that key developmental tasks during the intermediate school-junior high years focus on discovery of one's many unique relationships to others and that these tasks can be stimulated by activities that require personal reflection on one's own experiences as participant in concrete life situations. This inevitably requires the deliberate use of family and community situations in the classroom. This might involve reflection on the reasons one's family has moved into the state and community and reasons why the family might move on to other areas in the future. Going beyond this to a sharing of personal experiences of migration and reflection on the consequences of geographic mobility can be worthwhile.

The study of the local community and Minnesota, then, provides (1) opportunities for the growth of the individual's sense of self while at the same time (2) providing opportunities for discovering the ways in which people interact and the ways in which human lifeways change, and (3) development of a body of functional knowledge about Minnesota and one's own family and community.

Minnesota Community Studies Project materials are one approach to developing a Minnesota studies program that reflects these broad goals.

PART 3

PROJECT MATERIALS —— One Approach to Minnesota Studies

The complete package of project materials, as revised and finalized, are designed for eighteen to twenty weeks of instruction. The following description of content and materials provides an overview of five case study units and three local community subunits collectively identified as LOOKING AT OUR COMMUNITY.

A. COMMUNITY GROWTH (Rochester Case Study)

A four-week unit with student book, "clue cards," blackline masters, teacher's guide.

1. Settlement - Personal accounts are used to hypothesize about processes of migration and community development.

2. Economic Interdependence - Students infer ways that individuals and institutions are economically interdependent through study of case materials dealing with a local grocery store, a shopping center, and an international corporation.

3. Community Change - Changes in institutions and in the community are explored and interrelated in a study of the Mayo Clinic.

4. Changing Perceptions of Race - Students infer reasons for changes in behaviors and attitudes in one community.

B. LIVING IN THE CITY (St. Paul's Mexican-American Community)

A three-week unit with student book, a sound filmstrip, blackline masters, teacher's guide.

1. Urban Neighborhood Community - Students use visual materials to identify characteristics of "community" within a large metropolitan area.

2. Culture Change - Students use audio and print materials to infer processes of culture change as evidenced in life history materials.

3. Ethnicity - Students use a variety of print and visual materials to identify the significance of ethnic traditions in the lives of individuals.

4. Social and Political Interdependence - Through personal accounts, news stories, and role-playing, students infer the importance of voluntary participation in political processes.

C. TWO COMMUNITIES (New Ulm and the Lower Sioux Community)

A two-week unit with student book, two sound filmstrips, evidence cards, blackline masters, teacher's guide.

1. Culture and Environment - Students compare and contrast ways that Native Americans and European immigrants perceived the same environment and how these perceptions resulted in different behavior patterns.

2. Culture Change - Students infer changing population patterns and make value judgments about the changes they identify.

3. Ethnic Identity and Change - Students use family history data to infer the significance of ethnic traditions and changes in those traditions.

D. CHANGE ON THE RANGE (Mesabi Iron Range Communities)

A two-week unit with student book, a sound filmstrip, teacher's guide.

1. Culture and Environment - Students use personal accounts to compare and contrast values, technologies, and behaviors as reflected in the ways distinct groups have utilized the "range."

2. Economic Interdependence - The students infer reasons for the "boom and bust" economic history of Hibbing.

3. Changing Economic Base - Students infer the issues involved in the controversy regarding exploitation of copper-nickel deposits in northern Minnesota. They make reasoned value judgments about the issues involved.

E. RURAL MINNESOTA (Benson Case Study)

A two-week unit with student book, filmstrip, blackline masters, teacher's guide.

1. Economic Interdependence - Students infer the interrelatedness of "town" and "country" in an agricultural community.

2. Changing Agriculture - Students infer changing agricultural patterns and the reasons for these changes as they examine visuals, first person accounts, and statistical data.

F. LOOKING AT OUR COMMUNITY

A six-week unit, three student books, blackline masters, teacher's guide.

1. The Community Today - Students use local resources to test their hypotheses about the community's economic base, the governmental agencies and services within the community, and the ethnic composition of the local population.

2. The Community's Past - Students develop their own local history materials through use of a variety of inquiry techniques including interviews, the use of primary print sources, and analysis of artifacts.

3. The Community's Future - Students make predictions about their community's future on the basis of knowledge about trends. They are also involved in making reasoned value judgments about the future of their community.

PART 4

BUT--DOES IT WORK?

Formal research into outcomes demonstrates that Minnesota Community Studies Project materials have been highly effective in achieving conceptual and inquiry objectives.

During the 1977-1978 school year, 321 students involved in instruction with Minnesota Community Studies Project strategies and materials scored significantly higher ($p < .001$) on the "Minnesota Community Studies Assessment Instrument (revised)" than a control group of 63 students. The testing instrument measures concepts and inquiry skills that were basic to both experimental and control programs.

The 1978 report of project evaluation conducted by John W. Lewis, Ph.D., Chairperson of the Psychology Department, Winona State University, concludes that:

> The use of project materials, with all things equal, should result in higher levels of pupil achievement in the concepts and inquiry skills tested.

Beyond this research into student learning outcomes, there are numerous surveys of perceived effectiveness. These include:

-- a 1978 survey of teachers using the materials for the first time unanimously recommended that project materials "be used again next year."

-- over 90% of 675 students surveyed in 1977 recommended continued use.

-- a 1977 parent survey reinforced teacher and student data suggesting that materials are perceived to be highly and consistently effective.

Anyone interested in the detailed research reports for 1977 and 1978 can request them from the project office. Depth reviews of materials were prepared by classroom teachers from around the state. The results of these highly favorable reviews will also be shared upon request.

PART 5

BASIC CONSIDERATIONS

Again and again teachers have not only asked for Minnesota materials, they have explicitly asked for a basic textbook. Nevertheless, after a careful review of needs, those involved with the Minnesota Community Studies Project decided that a single textbook could not meet the many identified needs of students and teachers. Some of the basic considerations involved in decisions about development of project materials are identified here and in PART 6 - MINNESOTA AS COMMUNITIES.

Inquiry

It is intended that project materials will engage students in learning and applying skills involved in developing understanding of events unfolding today, as they occurred in the past, and as they will probably happen in the future. These thinking processes are what is meant by inquiry. Students "do" inquiry when they:

-- list ideas about why people moved into their town and then survey their neighbors to test out their own ideas.

-- read a story about early Rochester and the Mayo brothers to find out if their guesses about why communities grow are supported by the facts.

-- use census data to see if their hunches about Blacks in Rochester are correct.

Valuing is a special dimension of inquiry requiring the deliberate use of key thinking processes in making value judgments about social and personal significance and implications of knowledge and understandings. Students are valuing when they:

-- share and reflect on the way that they felt the first day at a new school.

-- tell if they would rather live in a frontier town or a modern city and give reasons for their preferences.

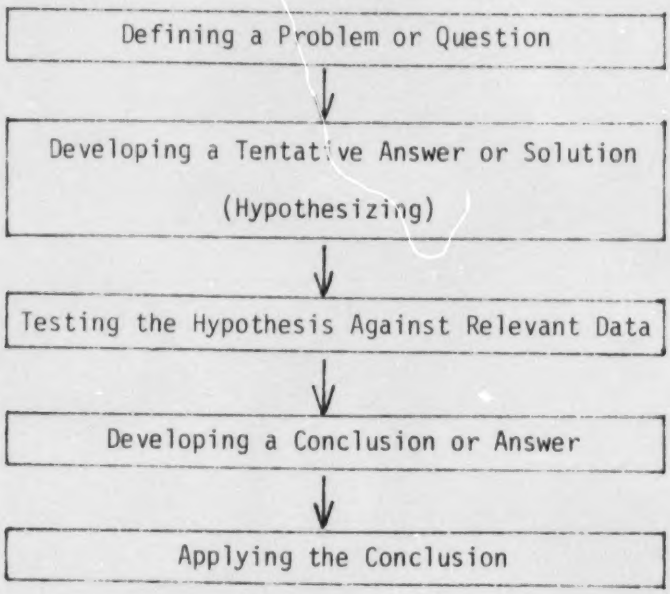
-- think about what they would do if someone called a Black friend names.

-- tell the reasons why they would rather live in the city, in a small town, or on a farm.

-- identify several solutions to a community problem, select the solution they think is best and defend it during a role-play of a city council meeting.

The project emphasis on inquiry skills is based on the assumption that narrative descriptions and statements of conclusions can and should be prepared by students rather than prepared for students. Significant conceptual understandings and reasoned value judgments should result from active student use of inquiry processes.

The following brief diagram outlines interrelated processes involved in inquiry:


Defining a Problem or Question
Developing a Tentative Answer or Solution
(Hypothesizing)
Testing the Hypothesis Against Relevant Data
Developing a Conclusion or Answer
Applying the Conclusion

In order to develop student competencies involved in using these processes, project teacher and student materials are designed to structure situations requiring the use of specific inquiry skills. For example, one activity involves students listening to a quotation from an 1857 guide for migrants to list tentative answers to the question "why did people come to Minnesota?" These tentative answers are checked against case studies of families considering migrating to southeastern Minnesota in the mid-1800's. Students then draw conclusions about why pioneers moved to southeastern Minnesota and compare those reasons with the reasons people have for moving today. This particular sequence of inquiry operations involves hypothesizing, testing an hypothesis, drawing conclusions, and perhaps raising new questions for further inquiry.

Going beyond these concerns with identifying and using the data, students are encouraged to explore value questions involved in considering whether they would have come to Minnesota in the mid-1800's. Classroom consideration of value questions should allow for and encourage differences of opinion while emphasizing reasoning that includes a focus on consequences and alternatives.

This emphasis on inquiry and valuing is based on the belief that rational processes for dealing with social reality can and should be central goals in education for responsible citizenship.

Case Studies

Case study materials are appropriate contexts for involving students in using inquiry skills to develop understandings and to formulate their own value judgments. A useful case study includes a rich base of concrete and interesting information for investigating a single event, individual, or institution in an effort to construct more broadly significant understandings. Case studies provide the kind of necessary detail essential for student development of reliable knowledge and reasoned opinions.

Each of the communities identified for emphasis in this project is a base from which specific events, individuals, and institutions have been selected as content samples for several kinds of case studies. For example, the case study of the Mayo Clinic in Rochester illustrates how the growth of an institution can affect the city. An interview with a store owner in Benson, Minnesota, helps students understand the economic interdependence of farmers and townspeople.

The activities developed for student field research in the local community are designed to engage students in discovering and creating their own case studies as contexts for further thought and study. The student may:

-- develop a biography of an interesting ancestor.

-- gather information about an interesting building in their community.

-- interview several older people to develop a case study dealing with the ways education has changed.

While case studies are valuable tools for learning, the teacher must be aware that students should not overgeneralize from a single case. Therefore, students should be encouraged to compare case content against their own varied experiences. Every class will have at least a few students who will know of small rural towns to be compared with Benson. Also, students can compare urban neighborhoods they have lived in or visited against St. Paul's westside. These comparisons will not only guard against overgeneralization, they will provide opportunities for applying concepts in new situations.

Minnesota Studies and History, Geography, Government

History, geography, civics, and government have been the mainstays of the social studies. The "new social studies" of the 1960's and early 1970's was a revision aimed at structuring curriculum in terms of key concepts

and data using skills from the academic social science disciplines, including those dimensions of history and geography that could be identified as social scientific. While the "new social studies" involved a fresh look at scholarly fields, it continued the traditional view of the social studies as the offspring of the academic disciplines.

The social sciences are appropriate and logical sources of concepts, skills, and content for any social studies program. However, they do not provide a clear, lively, relevant structuring perspective for dealing with state and local studies in the intermediate or middle school classroom. Therefore, Minnesota Community Studies Project materials focus on recurring social activities and issues. The emphasis is not on separate studies of Minnesota's history, geography, government, or economy.

Topics such as changing resource use patterns are developed as they have been experienced by Minnesotans--in concrete situations that draw upon a number of interrelated human factors. This is the key role of a sound case study--it brings together a variety of important elements and clearly shows how they are related in real life events--today and yesterday, while at the same time providing clues to tomorrow's experiences. At the same time, the sound case study must clearly stand for a significant range of events or places--it must become representative of broadly significant human experiences and social themes.

Minnesota Community Studies Project materials are, then, issue-centered, skill-based, interdisciplinary contexts for reflective thinking.

PART 6

MINNESOTA AS COMMUNITIES

The Minnesota Community Studies Project's primary concern has been to develop classroom experiences that will help individuals learn skills and content essential to understanding life in Minnesota's past, present, and future. The project did not begin with a concern for teaching a concept of community. The community studies focus emerged from a number of general concerns including:

-- a desire to find ways of using facts about Minnesota to develop understanding of ongoing processes of social change.

-- a commitment to student inquiry as active involvement in a system of related reflective thinking and valuing processes.

-- a commitment to interdisciplinary, issue-centered approaches to content.

-- recognition that concrete case studies and depth explorations of local and personally experienced events are especially useful as vehicles for dealing with all of these concerns.

The community concept has been highly useful in efforts to structure experiences that will help students discover the meaning and significance of life in Minnesota. However, the concept of community is not explicitly developed in the statement of generalizations identified as the project's conceptual structure. It was only after initial planning of project materials that it became clear that it would be helpful to focus directly on the several definitions of and assumption about community emerging in project materials.

The Community Idea

The meaning of the term community appears to be relatively obvious and clear. Each of us is now part of a community that we can identify and describe. Nevertheless, the concept of community involves a relatively complex set of notions.

The several dimensions of the community concept are identified here. Examples of each definitional approach are also given from real life experiences and as they exist in Minnesota Community Studies Project materials.

1. Community is people--individuals who relate to one another as they interact in activities and situations that occur again and again.

** The Mayo Clinic is viewed as a community in this sense. (Any office, factory, or business is a unique community.)

** The interdependent economic activities evident in Benson are the basis of an agricultural area community.

2. Community involves the individual's sense of identification with the other persons and activities that are a part of that community.

** Schools tend to generate emotional loyalties--"school spirit"--which reflect and reinforce the willingness of students to be part of the activities of that school.

** The specific community of believers that makes up a church congregation is based on a sense of personal identification and commitment.

** Project case studies of ethnic identities in New Ulm and Hibbing identify these group loyalties as basic elements of community among those who feel a sense of belonging to these groups.

3. Communities usually involve a place, a locality, or an identifiable territory. Probably this is the most common use of the idea of community. While place is useful in locating or identifying most communities, territorial space is only significant to the extent that it is a setting for interaction among individuals who identify themselves as part of a group.

** School attendance areas are good examples of specific place communities.

** Project materials explore the Chicano community in St. Paul as a localized neighborhood community.

** Materials demonstrate the ways that Benson and the surrounding farming area function as a territorial based community.

4. Usually a community involves all of the characteristics noted so far: locality, patterned human interaction, and a sense of identification with people and activities.

** Materials that consider the Minnesota River Valley as a setting for the Santee Dacotah community emphasize the interactions of beliefs, location, and shared activities.

** It is impossible to view the St. Paul Chicano community exclusively as a territorial neighborhood community. What gives special meaning to the area are the activities and feelings of those who interact there. Moreover, individuals who live elsewhere in the Twin Cities metropolitan area may have a sense of identification with that neighborhood community and may participate in key community events.

5. A community may exist completely independent of a fixed territorial base.

   ** Doctors who work at the Mayo Clinic are a part of an international medical community that is based on common interests and activities as well as an extensive communications network.

   ** Members of most religious groups acknowledge that they are part of a "community of believers" transcending the local congregation.

6. The idea of community, as identified above, involves varying levels of organization that result in communities existing with communities. In other words, individuals have a variety of kinds of levels of community loyalties.

   ** The Rochester materials focus on the Mayo Clinic as a community, Apache Mall as a regional/consumer community, and IBM as part of an international technical-economic community.

   ** Similarly, Benson is viewed as a localized service center community, as a regional community, as a part of the broader Minnesota community, and as a part of national and international economic communities.

7. Time is an important factor in the life of any community. Every community changes over time and, therefore, must be identified in time.

   ** New Ulm is considered as a German-American frontier settlement.

   ** Rochester is considered as a frontier crossroads trading center.

Community As Natural

Teachers have frequently commented that intermediate level students have a very imprecise understanding of what a state is and that they do not readily identify themselves as Minnesotans. A sampling of literature in history and social science suggests several reasons for this lack of understanding and identification.

Robert Redfield, an anthropologist, notes:

> Humanity presents itself to the view of common sense in just a few kinds of integral units. A person is one such kind of entity, a separate and unique human individual. Another is a people, . . . the Navaho, the Lapp. . . . Yet another characteristic of our times . . . is the nation state. A fourth . . . is a civilization. Persons, people, nation, and civilization are forms of humanity, each kind of which constitutes a great and easily recognizable class, and each . . . is describably in its own characteristics as a whole.
>
> . . . community is another of these prevailing and conspicuous forms in which humanity obviously comes to our notice.[1]

The state or province is not one of these natural units of natural human organization. It seems logical to draw upon obvious and commonly experienced forms of social experience in organizing curricula. Sound primary school social studies programs do focus on the individual or self, the family, the neighborhood, and the community in efforts to equip youngsters with tools for understanding life around them.

In the United States, the next level of society has frequently been assumed to be the state. However, historian David J. Russo concludes that states:

> . . . are incomplete communities. States have not been much more than political-territorial entities . . . states never come to have social cohesion, cultural distinctiveness, or . . . economic independence.[2]

Given the artificial nature of the state as an organizing unit, the individual tends to identify with self, family, community, and then, with the nation. Even before coming to school, the youngster has a rudimentary idea about what it means to be an American. The mass media effectively shape the individual's growing awareness of his or her identity as an American. Once in school, the primary school youngster experiences various national observances such as Memorial Day, Columbus Day, Veterans' Day, Thanksgiving, and Presidents' Day. Famous Americans are highlighted in the stories they listen to and, later, read.

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[1]Robert Redfield, The Little Community, University of Chicago Press, 1956, p. 1.

[2]David J. Russo, Families and Communities, The American Association for State and Local History, 1974, p. 154.

However, there are few experiences that develop awareness of what it means to be a Minnesotan. The slogan, "Land of 10,000 Lakes," has little real meaning for someone who lives in southern Minnesota. The governor receives far less symbolic exposure than the President of the United States, and there are no holidays honoring Minnesota or Minnesotans.

Project materials reflect the conclusions that life in Minnesota is lived in concrete communities and that there is little in one's life experiences that generates a personal sense of being a citizen of a state.

Community and Social Science

Because community is one of those "prevailing and conspicuous forms in which humanity obviously comes to our notice," the meaning of community was assumed to be obvious when this project was being conceptualized. However, after preparations of initial drafts of materials for the study of any local community and development of initial case study materials dealing with Rochester, it became evident that the concept of community needed explicit consideration and definition.

In CULTURE AND COMMUNITY, two anthropologists, Conrad M. Arensberg and Solon T. Kimball write:

> We believe the community to be . . . a master institution or master social system, a key to society; and a model, indeed perhaps the most important model, of culture.[3]
>
> Each community contains its basic minimum of personnel, individuals who in their activities and relationships engage with others in events in which it is possible to discern the order of action, and hence the structure, of the system of habitaul relationships. Further, it is possible to ascertain the functions that activities and relationships possess, both in their contributory sense to the welfare of the group and in the extent to which modification of one aspect affects another. Finally space and time are socially structured through the distribution and activity of the personnel in their events. These variables, in their specific qualities and in their relationships to each other, constitute the internal conditions that give each community its particular characteristics. But we must also rec-

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[3]Conrad M. Arensberg and Solon T. Kimball, Culture and Community, Harcourt, Brace and World, Inc., 1965, p. ix.

> ognize that each such system is susceptible to external conditions that flow from other communities, from the larger society of which it is a part, possibly from other societies, and even from the physical environment.[4]

The community, then, is viewed as a series of interdependent systems.

Margaret Mead and Muriel Brown extend this view of community in terms of national idealism when they observe:

> . . . the essence of American democracy is the concept of the creative individual in the creative community participating freely in the development of his society.[5]

In THE PSYCHOLOGICAL SENSE OF COMMUNITY, Seymour B. Sarason recognizes the internal dynamics of community in relation to the world beyond its boundaries.

> . . . a community is more than a political or geographical area. It contains a variety of institutions which may be formally or informally related to each other. . . . It is made up of myriads of groups, transient or permanent, which may have similar or different purposes and vary in size, power, and composition. It possesses resources and vehicles for their disbursement. Its groups and institutions vary considerable in size, purposes and the power they possess or seek. And a community has a distinctive history which, although it may no longer be relevant in a psychological sense, is crucial for understanding some of its present qualities and social, political, religious, or economic characteristics. A community has changed, is changing, and will change again. How and why this occurs will in part be a function of what happens in the larger society, but only in part; its own characteristics will always play a role in how it responds to external forces.[6]

Richard B. Sennett, a sociologist, focuses on the ways that a sense of community functions in thought and feeling.

> "Community" is a deceptive social term. People speak of a "community" of interest--for instance, men who do the same kind of labor depend on each other to make money.

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[4]Ibid., p. 328.

[5]Margaret Mead and Muriel Brown, The Wagon and the Star, Curriculum Resources, Inc., 1966, p. 15.

[6]Seymour B. Sarason, The Psychological Sense of Community, Jossey-Bass, Inc., 1974. p. 131.

There are also "communities" of affection, like churches or ethnic groups whose members feel emotional ties to one another. Yet in everyday language, the idea of a community is not interchangeable with the idea of a social group; a community is a particular kind of social group in which men believe they share something together. The feeling of community is fraternal, it involves something more than the recognition that men need each other materially. The bond of community is one of sensing common identity, a pleasure in recognizing "us" and "who we are."[7]

Definitional Perspectives

Communities can be viewed as concrete geographic-political settings for examining the essence of life in Minnesota in the present, in the past, and in the future. In this sense, community is a social and physical environment with relatively clear-cut boundaries--it is an identifiable place.

Community as place, however, does not capture the significance of those social processes that give meaning to human activity within a community. In the past and present experiences of every community there are specific events and institutions that can function as concrete contexts for discovering broader social processes by exploring observable activities. Communities, then, can be studied as interrelated systems of human activity within particular time and place settings.

Life in Minnesota is, essentially, the ways that various communities function to meet the needs and wants of their inhabitants. While the national and international economy and the "mass culture" have a causal impact on life throughout Minnesota, the concrete meaning of these broader social and economic forces is experienced at the local level.

Every local community includes participation patterns based on the ways that inhabitants view their individual and family ties to others in the immediate community and the ways that they view the community's relationship with other communities, the nation, and the world. In other words, a community is based on interrelated activities motivated, carried out, and evaluated on the basis of commonly held beliefs, expectations, and ideals. While the general nature and structuring of these beliefs and values are not unique to the specific community, the ways that inhabitants apply them in a concrete social setting are unique and result in the special quality of life within the community.

The psychological significance of a community is experienced as an emotional sense of belonging by those who participate in the life of the particular community.

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[7]Richard Sennett, The Uses of Disorder, Alfred A. Knopf, Inc., 1970, pp. 30-31.

From various perspectives identified here, a community may be a tiny crossroads settlement including families scattered on nearby farm sites who share a variety of interrelated activities. As families and individuals they have a sense of belonging to this particular community. Also, a community as defined here might be an urban neighborhood where residents interact in church, school, park, and local stores, even though work and many recreation activities are carried out in other parts of the city.

For purposes of this project, communities are generally identified as specific places where shared activities and values are experienced. Nevertheless, communities of common interest are considered as they extend beyond place settings. For example, the Mayo Clinic and IBM are considered key institutions affecting Rochester as a community, but they are also related to special communities that transcend locality. It is a cliche to say that the Mayo Clinic is "internationally known." However, Mayo's doctors, researchers, and medical educators identify with and serve the "medical community" which is bound together in a variety of translocal and international ways. Those who are a part of IBM recognize their dependence on and loyalty to this national and international entity.

Community as "a key to society" and "a model of culture" functions in a variety of ways thoughout project case materials as a master concept that interrelates the project's cognitive structure of generalizations dealing with social organization, social environments, physical environments, decision-making processes, conflict, and values.

Project case study materials deal with selected institutions, events, and groups within specific communities. Comprehensive studies of all aspects of each community have not been developed. However, the perspectives included here have guided the ways in which case studies have been selected and prepared for classroom use.

Personal and Community Studies

The Minnesota Community Studies Project grew out of recognition of the need for materials to teach Minnesota. The initial concern, while never clearly articulated, was decidedly content-centered--a desire to teach about Minnesota.

Activities dealing with the individual student's own experiences as a member of a family and as an active participant in various dimensions of community gradually increased in importance as project materials were developed, tried out, and revised.

As it stands, the final LOOKING AT OUR COMMUNITY unit carefully structures the concurrent application of concepts, inquiry operations, and valuing processes identified as project goals.

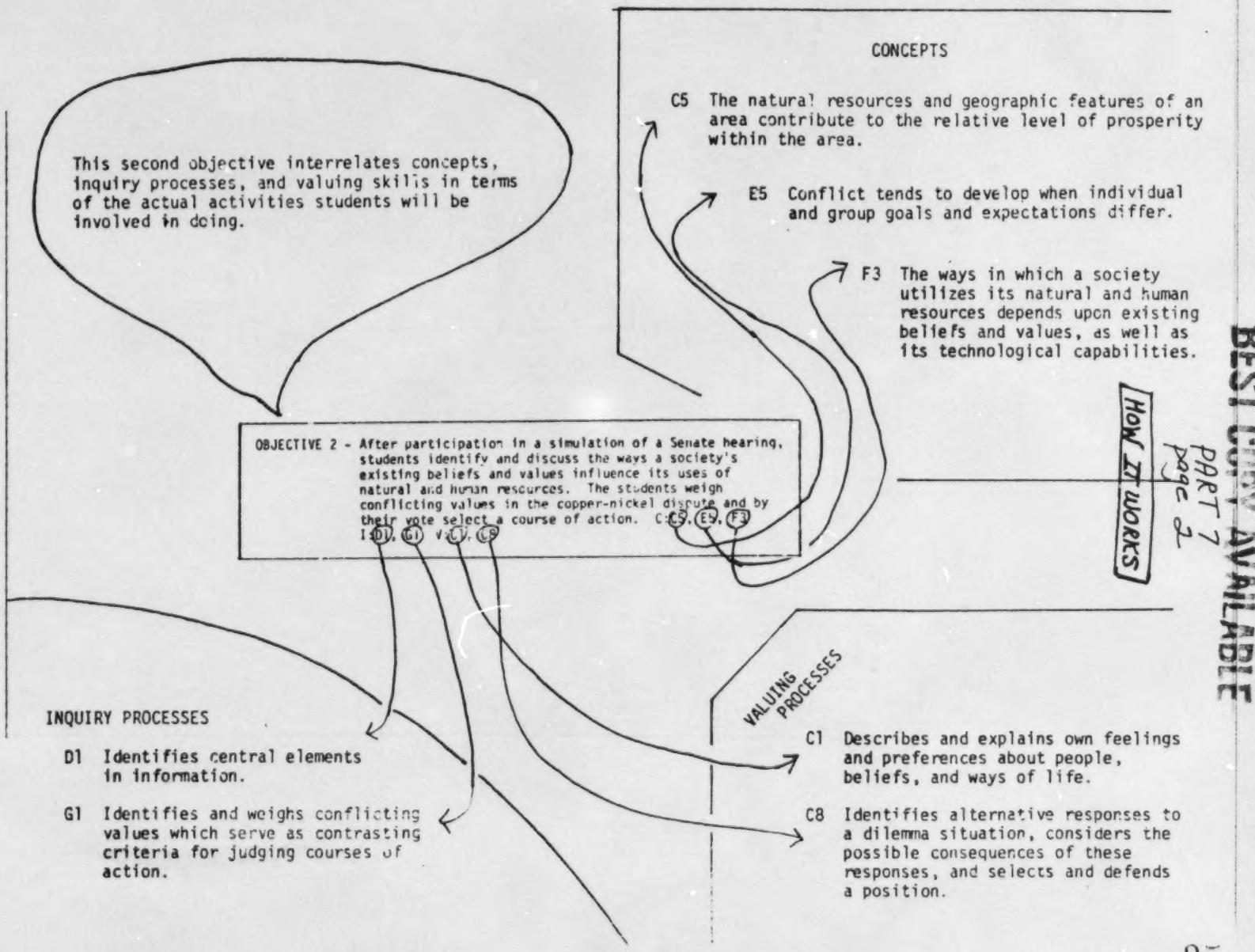
Throughout the period of development of the project, there has been an emerging concern with strategies to focus the student's attention on discovering ways that he or she is personally involved with the key concepts--social organization, social environments, physical environments, decision-making, conflict, and values. This attention to personal relatedness has reflected growing attention to classroom experiences explicitly designed to stimulate the growth of a broader, more socially inclusive self-concept.

A concern with enhancing self-esteem through use of content and by employing a variety of individualized learning activities reflects increased awareness of the implications of developmental psychology.

These changing emphases also reflect a renewed attention to citizenship education as equipping individuals with a sense of personal responsibility and a willingness, an eagerness, to become involved in the key social and civic concerns of the day.

Consequently, LOOKING AT OUR COMMUNITY is viewed as highly significant because of its potential to contribute directly to development of the individual's self-concept, his or her self-esteem, and personal involvement as responsible citizens at the local level--the level of greatest personal experience and influence.

First of all, you'll have to turn the page to consider this example.


This second objective interrelates concepts, inquiry processes, and valuing skills in terms of the actual activities students will be involved in doing.
CONCEPTS
C5 The natural resources and geographic features of an area contribute to the relative level of prosperity within the area.
E5 Conflict tends to develop when individual and group goals and expectations differ.
F3 The ways in which a society utilizes its natural and human resources depends upon existing beliefs and values, as well as its technological capabilities.
HOW IT WORKS
OBJECTIVE 2 - After participation in a simulation of a Senate hearing, students identify and discuss the ways a society's existing beliefs and values influence its uses of natural and human resources. The students weigh conflicting values in the copper-nickel dispute and by their vote select a course of action. C: C5, E5, F3
I: D1, G1 V: C1, C8
INQUIRY PROCESSES
D1 Identifies central elements in information.
G1 Identifies and weighs conflicting values which serve as contrasting criteria for judging courses of action.
VALUING PROCESSES
C1 Describes and explains own feelings and preferences about people, beliefs, and ways of life.
C8 Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses, and selects and defends a position.

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PART 7

GOALS AND OBJECTIVES AND STUFF

People usually get started on a new Minnesota unit or course because they think students ought to come to know more about this state. Sooner or later someone asks "Why study Minnesota?" and the answers are the kind of broad goal statements presented here in PART 2 - MINNESOTA STUDIES--What Is it? Why Bother? The next question is, "But what are your objectives? What do you want kids to be able to do as a result of doing Minnesota in your classroom?" Now, if arguments over the way objectives are stated can be avoided, this question is a good one and can give direction to planning and instruction.

Our response to "What do you want kids to be able to do as a result of doing Minnesota in school?" led to identification (really it was theft) of a comprehensive set of goals which are presented here. Then, each project lesson, called "activity series," included "able to do" objectives statements and these were keyed back to the goals in order to insure that these goals were indeed being developed. The charts following the PROJECT GOALS statement present this information.

Those who decide not to use all or some of the Minnesota Community Studies Project units may, nevertheless, be interested in the identified goals listed here. They can serve as useful guidelines for a local development effort.

Project Goals

conceptual structure

The generalizations listed below are considered potentially useful for understanding human communities. These conceptual statements are drawn from the literature of the social sciences and are grouped under the six organizing concepts used in structuring cognitive objectives for state and national assessment purposes.

Five basic definitions may help clarify key terms involved in the following conceptual statements:

-- Culture refers to the learned system of values and beliefs that give meaning to those behavior patterns and material products involved in a society's interaction with its environment.

-- Values are ideas about what is good, beautiful, effective, worthwhile, desirable, or just. Values function as standards.

-- Society refers to a group of individuals who share the same culture.

-- Environment refers to the natural and socio-cultural systems that make up the context in which human behavior takes place.

-- Institution refers to an interrelated set of rules or expectations for responding to specific recurring situations. In other words, an institution is a culturally defined behavior pattern.

A. Social Organization

1. People establish institutions to accomplish ends which individuals cannot achieve by themselves.

2. Family and peer groups are the basic primary institutions that provide for the social needs and wants of individuals.

3. Societies have traditions that help maintain group solidarity and identity.

4. While the official or deliberate purposes of formally organized groups are usually stated, these groups may also function to satisfy the unstated social needs of members.

5. People join voluntary groups for many reasons--because of a desire for personal satisfaction, because they share goals and interests of members of the group, or because of a sense of responsibility for others.

B. Social Environments

1. A community may have a fixed geographic location, but its essence lies in the interaction of the individuals who share the institutions of the community.

2. A variety of lifestyles (subcultures) exist within every community.

3. The individuals, families, and groups who live in a community depend upon each other for different goods and services and for help in solving problems.

4. Those living in one community depend upon people who live in other communities, regions, and countries for certain goods and services, for markets for their own goods and services, and for help in solving problems.

5. The development of modern transportation and communication systems have made possible increased interactions between communities and societies.

6. The size, functions, and relative location of a community will influence the kinds of social, economic, and political institutions it will require and support.

C. Physical Environments

1. A community can be identified, described, and understood in terms of its location relative to other communities.

2. A community can be identified in terms of its dominant natural (physical) features.

3. The human activities characteristic of life within a particular community are the result of the interactions among cultural assumptions and perceptions of the natural (physical) features.

4. Perceptions of a physical environment change over time and result in changes in human uses of the environment.

5. The natural resources and geographic features of an area contribute to the relative level of prosperity within the area.

D. Decision-making Processes

1. The basic elements of a culture may be influenced by planned change.

2. Political-governmental goals and institutions develop and change in response to emerging social needs and wants.

3. Population migrations are the result of changing aspirations and changing social conditions.

4. Various local, state, and national agencies of government provide services which people cannot provide for themselves.

5. The greater the population density and the more complex the technological system, the greater the need for certain governmental services such as roads, public health facilities, public sanitation standards, and law enforcement institutions.

E. Conflict

1. Conflict involves a struggle over scarce and valued material and non-material goals (e.g., wealth, power, prestige, etc.).

2. While conflicts may have negative results within a society, they are often the impetus for social changes that are beneficial to most members of the society.

3. Most social problems have multiple causes; therefore, there are no easy solutions to social problems and simple solutions are unlikely to deal with all of the causes involved.

4. The solution of one social problem may result in unanticipated problems in other areas of society.

5. Conflict tends to develop when individual and group goals and expectations differ.

6. Population growth is a major factor in the development of environmental problems.

F. Values

1. A community consists of a group of people who feel that they are interdependent and that they have common interests, expectations, and values.

2. The particular lifestyle (culture) shared by members of a primary group is based on the learned beliefs and values shared by members of that group.

3. The ways in which a society utlizies its natural and human resources depends upon existing beliefs and values, as well as its technological capabilities.

4. A culture is an integrated whole; therefore, changes in one aspect of culture will be reflected in all aspects of that culture.

5. When two societies or social groups come into contact, both of them will experience change.

6. Social change and progress are not necessarily synonymous.

7. While every culture consists of a variety of borrowed cultural elements, cultures are selective in the traits they borrow and societies adapt borrowed elements in terms of their own particular values.

8. As communities grow, the interests and desires of members change and new problems are identified.

inquiry and valuing processes

The topics and data involved in community studies are especially appropriate for cognitive inquiry and valuing because students can identify specific analogous situations in their own experience as they engage in activities designed to help them develop personally relevant understandings.

The following outline of student process goals is drawn from Minnesota State Assessment Objectives for Social Studies, Sections II, Age 13.

The student develops the competencies to acquire, organize and evaluate information for purposes of solving problems and clarifying issues.

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

   1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, surveys, statistical data, experiments, systematic observation, case studies, personal experiences, fiction, radio, television, artistic representations).

   2. Distinguishes between relevant and irrelevant sources.

   3. Distinguishes between reliable and unreliable sources.

   4. Identifies points of agreement and disagreement among the sources.

   5. Evaluates the quality of the available information.

D. Organizes, analyzes, interprets, and synthesizes information obtained from various sources.

   1. Identifies central elements in information.

2. Classifies information.

3. Distinguishes statements of fact from statements of opinion.

4. Distinguishes statements of inference from statements of fact.

5. Identifies stated opinions, biases, and value judgments.

6. Differentiates between points of view.

7. Recognizes logical errors.

8. Recognizes inadequacies or omissions in information.

9. Makes inferences from data.

10. Identifies cause and effect relationships.

11. Recognizes interrelationships among concepts.

12. Summarizes information.

E. Uses summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

F. Validates outcome of investigation.

1. Tests solutions to problems or issues when possible.

2. Modifies solutions in light of new factors or considerations.

3. Analyzes trends and modifies predictions when necessary.

G. Appraises judgments and values that are involved in the choice of a course of action.

1. Identifies and weighs conflicting values which serve as contrasting criteria for judging courses of action.

2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.

3. Applies the established criteria to actual and projected consequences of a proposed course of action.

4. Selects and defends a position or course of action consistent with the established criteria.

The following value process goals are adapted from Minnesota State Assessment Objectives for Social Studies, Section III, Age 13. The processes involved in acquiring, clarifying, and acting on one's values are central to education for active, responsible citizenship. These valuing processes, as outlined below, are involved at various points throughout social inquiry.

The student examines his or her own beliefs and values, and recognizes the relationship between this personal value structure and behavior.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies the characteristics of the individuals, groups, institutions, or associations with which one identifies.

2. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies.

B. Expresses awareness of one's goals (aspirations), the goals of the groups with which one identifies and correlates those goals.

1. Identifies one's own goals.

2. Identifies the goals of the individual groups, institutions, or associations with which one identifies.

C. Examines own beliefs and values and the relationship between these and behavior.

1. Describes and explains own feelings and preferences about people, beliefs, and ways of life.

2. Describes ways one expresses own feelings and preferences about people, beliefs, and ways of life.

3. Identifies and gives reasons for one's own criteria for judgment of beliefs and actions of other people.

4. Demonstrates a growing awareness of responsibility for his own behavior.

5. Demonstrates awareness of one's own acts and of how they affect others.

6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.

7. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer group.

8. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses, and selects and defends a position.

Goal Development Charts

The Activity Series in which each goal is developed is listed under the name of each Minnesota Community Studies unit.

conceptual structure

CONCEPTS \ UNITS	Comm. Growth	Living in the City	Two Comm.	Rural Minn.	Change on the Range	Look. Comm. Today	Look. Comm. Past	Look. Comm. Future
A. Social Organization		2	5,6				1	
B. Social Environment	2,3,4,5, 6,10	1,7		1,2		2,3	1	2
C. Physical Environments	1,7,8,10		2,3,4,5		1,2,3,4			
D. Decision-making Processes	1,5,6,8	3,4,6	6		1	4		2,3
E. Conflict		4	4,5		4	2,4		1,3
F. Values	3,5,6	2	3,4,5,6	1,3	1,3,4		2,3,7	2,3,4

valuing processes

These valuing processes contribute to the individual's ability to examine his or her own beliefs and values, and recognize the relationship between his or her own value structure and behavior.

	Comm. Growth	Living in the City	Two Comm.	Rural Minn.	Change on the Range	Look. Comm. Today	Look. Comm. Past	Look. Comm. Future
A. Expresses awareness of the characteristics that give one identity							2	
1. Identifies the characteristics of the individuals, groups, institutions, or associations with which one identifies.			5					
2. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies.			5					
B. Expresses awareness of one's goals (aspirations), the goals of the group with which one identifies and correlates those goals.								
1. Identifies one's own goals.	1,3		4					
2. Identifies the goals of the individual groups, institutions, or associations with which one identifies.								
C. Examines own beliefs and values and the relationship between these and behavior.								
1. Describes and explains own feelings and preferences about people, beliefs, and ways of life.	2,3,6,7 8,10	3,6	1,4,5,6	2	4	4	3,4,7,2	4

	Comm. Growth	Living in the City	Two Comm.	Rural Minn.	Change on the Range	Look. Comm. Today	Look. Comm. Past	Look. Comm. Future
2. Describes ways one expresses own feelings and preferences about people, beliefs, and ways of life.			5			4		4
3. Identifies and gives reasons for one's own criteria for judgment of beliefs and actions of other people.	6		5,6	1,2		4		4
4. Demonstrates a growing awareness of responsibility for his own behavior.						4		
5. Demonstrates awareness of one's own acts and of how they affect others.	8							
6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.	6,9		5					1
7. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer group.			5					1
8. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects and defends a position.	1,9			1	4			1

inquiry skills

These skills contribute to the individual's ability to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues.

	Comm. Growth	Living in the City	Two Comm.	Rural Minn.	Change on the Range	Look. Comm. Today	Look. Comm. Past	Look. Comm. Future
A. Identifies the central problem in a situation; identifies the major issue in a dispute.		3,4,6	5	1	4	4	3,5	
B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.	1,5,6,8	1,3	1,5		2	2	2,3,5	
C. Identifies and locates sources of information and evalutes the reliability and relevance of these sources.			1,4					
1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, surveys, statistical data, experiments, systematic observation, case studies, personal experiences, fiction, radio, television, artistic representation).		2	1,6			1,2	5	
2. Distinguishes between relevant and irrelevant sources.			1,2					

	Comm. Growth	Living in the City	Two Comm.	Rural Minn.	Change on the Range	Look. Comm. Today	Look. Comm. Past	Look. Comm. Future
3. Distinguishes between reliable and unreliable sources.		2			4	2		
4. Identifies points of agreement and disagreement among the sources.	4		2					
5. Evaluates the quality of the available information.	6,7		2					
D. Organizes, analyzes, interprets, and synthesizes information obtained from various sources.				2				
1. Identifies central elements in information.	1,2,3,5, 6,7,8	1,2,3,5, 6,7	1,4,5,6	2,3	1,2,3, 4	1,2	3,7	
2. Classifies information.		4				2		
3. Distinguishes statements of fact of opinion.								
4. Distinguishes statements of inference from statements of fact.								
5. Identifies stated opinions, biases, and value judgments.			5	1				3
6. Differentiates between points of view.			4,5					3
7. Recognizes logical errors.								
8. Recognizes inadequacies or omissions in information.			5					

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	Comm. Growth	Living in the City	Two Comm.	Rural Minn.	Change on the Range	Look. Comm. Today	Look. Comm. Past	Look. Comm. Future
9. Makes inferences from data.	1,2,3,4, 5,6,7,8, 10	1,2,3,5	1,5,6	2,3	1,2,3,4	2,4	1,2,3,7	3
10. Identifies cause and effect relationships.			5,6	2	2,3		2	3
11. Recognizes interrelationships among concepts.	5		5					
12. Summarizes information.	1,2,3,5, 6,7,10	2,3,6	5,6	1,2			1,3,7	
E. Uses summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions	1,2,3,5, 6,7,8	2,6	3,5	2	3			4
F. Validates outcome of investigation.								
1. Tests solutions to problems or issues when possible.	5,6,8	2,4						
2. Modifies solutions in light of new factors or considerations.	5,6,7	2	1					
3. Analyzes trends and modifies predictions when necessary.	6				3			

	Comm. Growth	Living in the City	Two Comm.	Rural Minn.	Change on the Range	Look. Comm. Today	Look. Comm. Past	Look. Comm. Future
G. Appraises judgments and values that are involved in the choice of a course of action.								
1. Identifies and weighs conflicting values which serve as contrasting criteria for judging courses of action.	1,9	6	5	1	4		7	2,4
2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.	1,9	4	5	1			7	1,2,4
3. Applies the established criteria to actual and projected consequences of a proposed course of action.	9	4	5	1			7	1,2,4
4. Selects and defends a position or course of action consistent with the established criteria.	1,9	4,6	5	1				1,4

PART 8

TEACHER'S ROLE AND BACKGROUND

This manual and student learning activities prepared by the Minnesota Community Studies Project are based on the assumption that "background information" is the result of active consideration of key issues and questions, rather than a body of facts and generalizations to be absorbed before dealing with real issues and questions.

The "issues" and "questions" facing the conscientious teacher relate to his or her need to be familiar with the content area before going there with students. Teacher background is not a body of knowledge and stories to be told to students, rather it is to provide a framework of understanding that will help the teacher to raise, rather than answer, questions that will stimulate purposeful student inquiry.

The teacher is not expected to give students knowledge about Minnesota. Rather, he or she is expected to facilitate student explorations and discoveries that result in development of their own worthwhile knowledge.

For the busy teacher who knows little about Minnesota's past and present, a small book and a handful of periodicals are recommended.

The book carries an austere title--MINNESOTA: A HISTORY by William E. Lass (W. W. Norton and Company, Inc., 1977). However, it is not a dull and pompous chronological narrative. It is a brief and clearly written account that focuses on recurrent social and economic themes, obviously relevant perspectives for reflecting on the present condition of life in Minnesota.

Roots magazine, published three times a year by the Minnesota State Historical Society, is intended as an "educational service" for student use. A good deal of the content in many issues is "above" most students in grades 4 through 8. However, the imaginative organization, lively writing, comparative perspectives, and attention to human interest items make every issue of Roots appropriate to readers at any age level. It is strongly recommended that teachers examine back issues, especially those dealing with state government, immigration, agriculture, Indians, mining, lumbering, conservation, and labor. Roots is available in school and public libraries and back issues can be ordered from the Historical Society.

For those who desire a depth, "real" HISTORICAL treatment--chronological, heavy (in both senses of the word), and moderately dull--Theodore C. Blegen's Minnesota: A History of the State (University of Minnesota Press, 1975, second edition) is recommended. It is scholarly and thorough.

A more enjoyable approach to learning Minnesota is to travel the state. Each edition of the Minnesota Department of Transportation's official highway map includes addresses for sending to each of the states tourist regions for information about events and places to visit. Also, the

revised second edition of Minnesota's Major Historic Sites: A Guide by June Drenning Holmquist and Jean A. Brookins (Minnesota Historical Society, 1972) is a lively and informative guide that can enhance travel.

A visit to the bookshop at the Minnesota State Historical Society will provide those who enjoy reading with a wide range of interesting and useful items to select.

PART 9

ADAPTING AND SUPPLEMENTING: SOME SUGGESTIONS FOR IMPROVING ON PERFECTION

Minnesota Community Studies Project materials are based on careful attention to the concerns, interests, and needs of teachers. Classroom teachers were actively involved in writing and rewriting student and teacher materials. Detailed student and teacher questionnaires were used and consulted at every step along the way. Over a three and a half year period a series of meetings involved teachers in group planning and evaluation.

After this kind of detailed work, one would think that project materials must be perfect. As a matter of fact, they aren't bad. However, just like any good experience, the more deeply involved one becomes, the more involvement one desires! That is, teachers who have had positive experiences with Minnesota Community Studies Project materials almost always think of new and additional ways to use the study of Minnesota in their classrooms.

As a result of this tendency, the Rochester Public Schools have developed additional activities and units which are included in the MORE MINNESOTA MANUAL of supplementary lesson plans and units. These units are willingly shared with you and can be readily adapted for use in other communities and classrooms.

Beyond these supplementary approaches, most teachers will have their own additional ideas for excellent lessons and student projects. While the Minnesota Community Studies Project is a "complete package," designed to stand by itself, no teacher with enough interest to consider a half year of Minnesota and local studies is about to implement a program like this without tailoring it to his or her local and personal teaching situation. Recognizing this, the following suggestions and cautions are made:

TRY IT ALL

Select a unit or units you are interested in using--then try it all, the whole unit or units from beginning to end. Don't throw out activities you think "won't work" or might be dull. Remember, the stuff has worked for a lot of folks already--see what it will do for your class before making a judgment.

For example, LIVING IN THE CITY includes role playing participation in a political caucus. Now, you might think that this is not something that would work with your students--after all, who has ever heard of caucusing, the class is large, role playing has never worked before, some of your pupils can be behavior problems, etc., etc. Give it a fling--it has worked in classes with over thirty pupils; it does not require a lot of student background (the students who tend to mess around when they don't know what's going on shouldn't be a problem); it doesn't take long and you can always cut it off early.

SUPPLEMENT AFTER THE UNIT (Please!)

Each project unit is a carefully planned sequence of activities designed to provide for a diversity of teaching-learning strategies intended to guide students in discovering, expanding, and using key concepts and skills.

Frequently, we tend to "background" students so they have the information to use in thinking about key issues and topics. However, there is a great deal of research demonstrating that students do a better job of actively developing a wealth of "background" if they actively use information when they discover it.

The CHANGE ON THE RANGE unit uses brief readings, questioning sequences, and a short sound filmstrip to help students build their own understanding of cultural bases for alternative and changing uses of the natural environment and an understanding of the notion of economic interdependence. Students then apply these understandings as they come to grips with controversy regarding exploitation of copper-nickel deposits in northern Minnesota. So how can the unit be improved? An excellent film "Mesabi: Minnesota Giant" is available from the Minnesota Humanities Commission (Metro Square, St. Paul, MN 55101). This film does a good job of presenting ideas central to THE CHANGE ON THE RANGE materials. So, why not use the film to introduce the unit? First of all, it's almost an hour in length--it would tax the attention span of most students. Also, it has a number of "talky" segments which "tell about" something and there aren't any visuals or action to demonstrate what is being explained. It may be difficult for many students to visualize what is being said, especially when references are to ideas, events, people, and times they have not known personally.

Many students, especially those with difficulty listening, with short attention spans, and/or with language problems would be frustrated enough to "tune out" for the entire unit if it was introduced with this film.

Now, if "Mesabi: Minnesota Giant" is used as a review at the end of the unit, all students will be able to relate to it at their own level.

If you use guest speakers for any of the units, this same request applies: Please use them after students have completed the unit--then all will be better able to benefit. Those who have difficulty learning from oral language will already have some knowledge to better relate to what they are being told by a speaker.

Teacher and student evaluations have frequently noted that students who seldom experience success in social studies and, as a consequence, tend to dislike social studies, usually do well with the project units. At the same time, evaluations have also identified a high level of interest and involvement among more gifted students. This suggests that the selection and sequencing of materials meets a variety of needs. Therefore, we urge supplementation be included at the end of the units.

PART 10

OTHER MATERIALS - PICKING AND USING

There is evidence that abominable snowmen (and, by logical inference, snow-women) live in several parts of the world. It is likely that there is a Loch Ness monster. There is a distinct possibility of intelligent life in outer space. And there are those who still insist on the validity of the Kensington Runestone. However, it is reasonably certain that a lively, up-to-date, readable Minnesota studies or Minnesota history textbook does not exist.

Copies of older texts include sections of colorful descriptive information that are still very useful for guiding development of key understandings about the past and change. However, these texts usually include numerous instances of sexism and racial-ethnic stereotypes that need to be explicitly dealt with in the classroom. Also, these dated history text-books frequently include comparative references to "today" which are now misleading and confusing to students.

The most recently published textbook is W. E. Rosenfelt's MINNESOTA: ITS PEOPLE AND CULTURE (T. E. Denison and Company, Inc., 1973), which is intended to be interdisciplinary and inquiry based. Generally, this text is more superficial than the older narrative descriptive state history textbooks. It tends to focus on significant broad ideas without including the necessary content details that make these ideas interesting, understandable, and important to students. Also, as a 1973 text it is quite naturally dated in its consideration of government and economy. For these reasons, MINNESOTA: ITS PEOPLE AND CULTURE is not recommended as a textbook, and it has limited value as resource material.

Consequently, an overall comprehensive "basic" textbook is not available to the teacher who is planning to "do Minnesota." Of course, a textbook is not an absolute necessity--social studies units, lessons, and courses are frequently taught without them. After goals and objectives are clearly in mind, the problem becomes one of time and planning. It takes time to organize use of the multiple materials one must employ. Materials written for another purpose must be thoroughly known so that they can be used flexibly in meeting the variety of needs and interests of students, as well as in relating these materials to unit and course goals.

There is a bright side to this "no textbook problem." Students at this level are frequently ready to put three of their "r's" together--reading, 'riting, and research. Here is an opporutnity for doing a variety of individual and small group "projects" that have a real purpose--to inform the class about key topics, events, persons, and trends. However, because these student research projects are essential sources of information for use by all class members, these efforts must be carefully planned and guided to completion.

Because of the complexity involved in planning and guiding student research units, it is suggested that a professional team be employed beyond the school year to carefully prepare units involving this kind of student research.

Such a team should include the classroom teachers involved, a reading specialist, a media specialist, and a learning disabilities specialist. Recommended steps in this development process include:

1. Identify objectives and content to be taught. This may involve student application of a variety of objectives already taught in various subject areas (for example, charting, mapping, writing paragraphs, outlining, and others).

2. Identify and evaluate immediately available materials and those that can be readily acquired for classroom and library use. Evaluation should be done in terms of identified objectives, in terms of student characteristics, and in terms of accuracy, including the identification of stereotypes.

3. Prepare packets of student instructions for developing reports. This should include useful sources, questions to consider, and suggestions for sharing project findings to the class. Also, it is desirable to prepare a way for the teacher to review work in progress, beginning with selection of the topic and proceeding through student identification of steps to be completed, sources, and the inferences to be drawn from the entire effort.

4. At several points along the way, it is useful to go back and review objectives and to consciously modify materials being prepared in order to more closely meet identified objectives. Also, such a review may clearly demonstrate a need to add, eliminate, or more precisely state the objectives. The development process will clearly demonstrate that, given available materials, some objectives are unrealistic. Also, it will be clear some things can and should be done that were not originally included--preparing graphs or identifying biased statements in primary sources. Sometimes an objective that seemed clear at the outset will appear vague and abstract when the hard work of putting it into practice is undertaken, and it should then be made clearer and more precise.

To Be Considered

#1 Thoroughly prepare project packets and only do what can be done completely. So what if you only complete enough research packets to involve part of a class? Build other packets later--another year. While part of the class works on projects, others can do book reports.

#2 Two highly useful bibliographies are available:

Bibliography of Minnesota Materials (Revised Edition), State of Minnesota Department of Education, Division of Instruction, Elementary-Secondary Education Section, 1977.

This listing includes the complete range of media and sources currently available. Materials are annotated, but not comprehensively evaluated.

Minnesota in Books For Young Readers: An Annotated Bibliography With Subject and Title Index, Grace Stageberg Swenson (Voyageur Press, 1975). Available from Voyageur Press, 149 Birnamwood Drive, Burnsville, MN 55337.

This bibliography includes 218 entries of fiction and non-fiction books. Annotations include helpful comments about the strengths and weaknesses of books. Many out-of-print titles still available in libraries are included here with helpful annotations. The author's long experience with children and their books is evident in this bibliography.

#3 The PICKING AND CHOOSING questions that immediately follow this section are designed to help guide materials selection.

#4 One readily adaptable way to structure student work is presented in the Minnesota Community Studies Project's LOOKING AT OUR COMMUNITY--SECTION B: OUR COMMUNITY'S PAST, pp. 75-108. The DO IT SHEET approach to presenting project ideas can be modified to include your own project ideas, and MY CHOICE, PLANNING CHART, PLANNING QUESTIONS, and THINK ABOUT IT! can be modified in terms of your own objectives and local language arts and library study approaches.

#5 Biases and stereotypes are inherent in our society, and, just like sin, they are not likely to be eradicated in the lifetime of our students. Rather than trying to eliminate all bias from library and classroom materials, we should teach students to actively identify and personally respond to the biases and stereotypes in materials. One way of dealing with this would be to teach the Minnesota Community Studies Project unit TWO COMMUNITIES, which emphasizes skills in evaluating historical materials, and to follow up with the "Who Are They?" lesson in the MORE MINNESOTA MANUAL. A logical follow-up is to then have students working in appropriate materials identify and share stereotypes with the class.

PICKING AND CHOOSING

Materials Evaluation Questions

While there are many checklists for materials evaluation, the questions here are aimed at considering a variety of kinds of materials for USE by students in preparing individual and small group projects. The emphasis on USE involves, first of all, recognition of existing limitations and, second, deliberately planning ways to make use of materials by building in controls that take into account identified weaknesses.

I. PURPOSES

A. For what purposes would you have students use this material? (NOTE: There may be several possible uses for an item, with each use serving a different purpose.)

B. To what extent does the material contribute to the achievement of each identified purpose?

C. What are other materials that might be used with this item to accomplish each of the identified purposes?

II. ADEQUACY AND APPROPRIATENESS

A. Which students might find this material difficult to read and understand?

B. Is the content developed by the material accurate?

C. Does the material include enough content to help students meet their goals?

D. What kinds of directions and questions would be necessary to help students use the content to achieve identified purposes?

E. Does this material present an identifiable point of view concerning people and events? If so, how might students be guided to identify this point of view and account for it in their use of the material?

III. BIAS

A. Are members of both sexes portrayed realistically and honestly throughout the material?

B. Does the material include and realistically portray the variety of racial and ethnic groups involved in the events covered by the material?

C. Is the legitimacy of a variety of cultures or lifestyles acknolwedged?

D. Does the material realistically present a diversity of individuals as members of the groups included?

E. How can this material be used to help students identify and challenge commonly held racial, ethnic, cultural, and sex stereotypes?

PART 11

A CAUTIOUS BUT NOT MODEST PROPOSAL

Throughout this manual it has been hinted that there are two ways to do Minnesota--your own way and the right way (that is, using the Minnesota Community Studies Project)! The project units involve at least eighteen weeks, a half year of instructional time. And LOOKING AT OUR COMMUNITY can easily be extended at least two more weeks. Now, it has been proven that project materials are highly successful in achieving conceptual goals and inquiry skills. Also, the project has the endorsement of teachers and students who should know--those who have used it in the classroom. But, anyone can see that it is weak on map using and library research skills; that it doesn't really deal comprehensively with the state's economy or government; that it doesn't even mention many colorful, and important people and groups. All of this is true--and you could probably find other shocking omissions. (It is possible to argue for classroom study of all of those silly explorers who get lost in the woods looking for northwest passages, gold, and the source of the Mississippi.)

The point here is: why not do it all? Do Minnesota and the local community all year. Project materials meet nationally recognized assessment goals--it is not <u>just</u> studying Minnesota. Also, project materials involve students in discovering and using understandings of the ways family, community, state, national, and international forces interact and can be seen to operate on a personal level.

This can be part of a conscious effort to use the social studies program at one middle school level to integrate a variety of objectives, including expecially those commonly, if not fondly, referred to as "the basics," in the active study of self, family, community, and Minnesota. This is not to advocate a "rerun" of self-family-community as done in primary classrooms. Rather, it is to urge a new focus on the interrelatedness of those elements at an age when students are capable of discovering and internalizing these more sophisticated concepts, skills, and values--at an age when they are able to, and should be, reflecting on their own values and behavior patterns.

O.K. But how? Gradually--very gradually. There is no need to decide that next year's social studies will be Minnesota all year long. Gradually build in Minnesota Community Studies Project units and your own units a you have time to do a solid job of planning and implementation. Over time you can gradually discard the old course of study as you become comfortable with the new.

Of course, you could anticipate the recommendation that you begin by trying out Minnesota Community Studies Project materials--using them as they are--for a first step. Why not? It won't hurt!